

FLOORBALL

Youth Start Up Kit





YOUTH START UP KIT

TEACHING FLOORBALL TO JUNIORS





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THE ROOTS OF FLOORBALL

Floorball was originally developed in Sweden where the game has been played since the mid 70s. This new game has its roots all over the world because similar games to Floorball have been played throughout the 19th century. For example, in Northern America and England floorhockey was created from ice hockey and in Australia popular field hockey turned into indoorhockey. The roots of Floorball can be found in many different forms of games, but it wasn't until the Swedes established the first official national Floorball federation on the 7th of November 1981 in Sala, Sweden. When the first official rulebook saw daylight in September 1983, and defined that a special rink surrounding the game area was to be used, modern Floorball took its first steps towards becoming an organised sport. Back then, Floorball was very different to what we now know, but it laid the foundations for the inter-continental growth of a new and exciting team sport that fascinates people throughout the cultures.

INTERNATIONAL DEVELOPMENT

Sweden, Finland and Switzerland established the International Floorball Federation (IFF) on the 12th of April 1986. The next decade saw massive interest by a number of countries all over the world and when the first World Floorball Championships for Men was played in Sweden in 1996, 18 countries had already joined the IFF. The tournament was a great success that culminated in a final between Sweden and Finland with a sell-out crowd. A massive 15,106 spectators witnessed an overwhelming performance by the Swedes when they defeated Finland 5 - 0 in the Stockholm Globe Arena.

The next level was achieved when the IFF gained provisional membership of General Association of International Sports Federations (GAISF) in the year 2000 and ordinary membership in 2004. IFF today consists of 32 member associations with more than 3,500 Clubs and 200,000 registered players. The World Championships are played every year,

in even years for Men and U19 Women and in odd years for Women and U19 Men. In addition the European Cup is played every year. The future challenge for the IFF is to be recognized by the International Olympic Committee (IOC) in order to receive Olympic status for the sport of Floorball.

FLOORBALL IN A NUTSHELL

The official version of the game is as an indoor team sport. The floor that is used can consist of various materials like wood or plastic matting surfaces. The field is a bit bigger than a basketball court, almost as big as is used to play handball and futsal. Recommended size of the field is 20 metres wide by 40 metres long and is to be surrounded by boards, or a 'rink'. The rink is a series of boards, made of plastic or wooden materials 50cm in height with rounded corners. Floorball can be played with minor modifications to these rules. The most important thing to remember is the safety of all the players.

Floorball is considered to be very similar to ice hockey and field hockey and countries with a history from these sports are showing strong growth potential. Normally the game is played with 5 field players and a goalie on each of the opposing teams. The amount of the players on the field can vary during the game because of penalties. A team can consist of up to 20 field players and a couple of goalies

Floorball is easy to start because it does not require any complex or expensive equipment, even at the highest level. The stick and the ball are light and easy to handle which makes it easy to learn. The movement in Floorball is done by running and it can be compared to basketball. The nature of the game is also very safe because no body contact is allowed. This makes Floorball a great game for mixed teams and children, though when played at the international level the game can become very physical and more tactical.





EQUIPMENT AND FACILITIES

Floorball is easy to start because it doesn't require much equipment. You only need a stick, ball, and shoes - and of course clothes fit for exercise. When choosing a stick there are some things to consider. These are the stiffness and length of the shaft and the material and the shape of the blade.



THE SHAFT

The shafts are usually made of fibreglass, polycarbon or carbon fibre. Because of manufacturing materials the shafts are very light and long-lasting. They usually weigh about 150-250 grams. For beginners a more flexible (28-32mm) shaft is recommended because it enables easier control of the ball, though with a stiffer shaft a more powerful shot can be created. The shaft includes also a replaceable grip, which is used to get a better control of the stick.

The length of the shaft is another important feature when choosing a stick because it has a clear impact to the safety of the game and to learning skills. The length of the stick is in relation to height and it can be measured by putting the stick vertically in front of the player. For children it should reach the sternum and with adults the bellybutton. Recommended lengths for different heights are listed below.

Player (cm)	100	110	120	130	140	150	160
Stick (cm)	75	80	85	90	100	105	110

You can buy sticks that are from 80cm to 100cm straight from the store, but in case you want to cut them yourself it should be done from the upper end of the stick. First take off the grip and the cap and use saw to cut. It may be necessary to use a heat gun in order to remove the cap, because it is sometimes glued firmly to the shaft.



THE BLADE

The blades are usually manufactured from different plastic compounds (PE, HDPE) or from nylon compound (PA). Some manufacturers also use fibreglass and carbon fibre. Different materials make the blade hard or soft. Soft blades are good for stick handling and the harder ones are better for shooting. The colour does not necessarily tell anything about the qualities of the blade. The shape and size of the blade also ranges very much from brand to another.

Moulding the blade a bit helps to handle the ball. The blade can be moulded to suit each player according to a few rules. The bending can be a maximum curve of 30mm and playing with a melted or broken blade is not allowed. When buying a stick it usually comes with a straight blade. In order to mould it, use a heat gun, towel or glove and some cold water in a bucket. First, heat the blade from both sides. It softens very rapidly, so be careful not to melt it. Then when the blade is soft enough it can be moulded to the desired shape (use the glove or towel because the blade is hot). Then put it in the cold water straight away so it keeps its shape.



GOALIE EQUIPMENT

Goalie equipment consists of long pants, long-sleeved shirt, a mask/helmet, gloves and shoes. It is also recommended to use special protective padding on your knees and groin area.

SURFACE

Floorball can be played almost anywhere but wooden and plastic matting surfaces suit the purpose the best.

GOALS AND RINK

The goal is sized 115cm (h) x 160cm (w) x 60cm (d). It is made from pipe shaped material (65mm) and painted red. The goal is also furnished with a net. The rink shall be 40m by 20m and enclosed by boards - the rink - 50cm in height with rounded corners.



GAME FOR SKILLED PLAYERS

Like other team games, Floorball requires the use of various skills and abilities. Important abilities are all the physical ones, motor skills, mental capacity, game understanding and social skills. The main physical ability is speed with different forms of motor skills combining to produce stick handling skills. In order to understand team play the player needs to have a good understanding about team tactics and the difference in roles.

Qualities of a good player

- + motor skill
- + speed
- + endurance
- + strength
- + agility
- + ball control
- + passing skills
- + mental capacity
- + different roles in game play
 - i. playing with a ball
 - ii. supporting a team member with a ball
 - iii. defending a player with a ball
 - iv. defending a player without a ball

BASIC SKILLS TO FLOORBALL

Here is some information about the basic skills and techniques of Floorball. The coach or educator should pay attention to these things when teaching and coaching Floorball. Little by little these skills become an integral part of the basic skills if trained properly and sufficiently.

Passing

- + keep the ball close to the blade
- + after the pass the blade should point to the direction of the pass
- + keep a balanced stance
- + keep your head up all the time to see the field
- + with a straight blade the passing is easier and more precise



Receiving the pass

- + blade on the floor
- + balanced stance
- + keep your head up all the time to see the field
- + try to touch the ball as smoothly as you can with soft and flexible hands



Shooting

- + wrist shot: the ball touches the blade all the time
- + slap shot : the blade touches the floor just before it hits the ball
- + keep your head up

Protecting the ball

- + player has a balanced stance
- + use the body, feet and hands to protect the ball
- + the blade should cover the opponents side of the ball
- + good control of the ball

Running with a ball

- + the ball touches the blade all the time
- + light touch, not hitting
- + be ready to pass from backhand and forehand
- + protect the ball



Faking

- + develop ball handling skills as well as you can
- + develop speed and body control
- + do the fake in time
- + try to move the defender in the direction you want





RULES OF FLOORBALL

1. The game is played with 3 to 5 field players and a goalie depending on the court size
2. Teams consist of a minimum of 6 and a maximum of 20 players
3. Game is played with running time 3 periods of 20 min
4. A 50cm high rink surrounds the field
5. The goal size is 115cm by 160cm and in front of it is a crease (2.5m by 1m) where only the goalie can be although the ball may be played from there by a field player with a stick
6. The goalie area is 4m by 5m and this is the area the goalie may play normally
7. The goalie must not hold the ball for more than 3 seconds and when throwing the ball, it must hit the floor before passing the centre line
8. If the ball goes out of the rink the other team can continue play 1 metre away from the spot the ball went out. If the ball goes out from the end the other team continues from the corner spot.
9. When given a free hit the opponent must be at least 3 metres away from the ball including sticks
10. The ball may be kicked, but not more than once and not to a team mate
11. The ball must not be played with the hands or head
12. The ball may be played from the air if it is below knee level
13. No form of pushing or physically tackling the body is not allowed
14. Players may not play without a stick
15. You are not allowed to jump and play ball at the same time
16. The ball may not be played if a hand or both knees are on the ground (one knee is allowed)
17. Free shot or 2 minute penalty is given when:
 - high sticking, hitting the opponents stick, playing ball with hand or head, tackling, pushing, obstructing, throwing the stick, wrong distance in free shot
 - a penalty shot is given if the foul is committed when the other player is trying to score from close to the goal

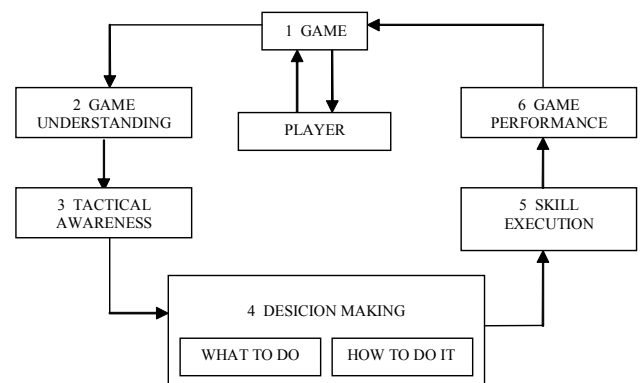
COACHING FLOORBALL

STARTING POINT - UNDERSTANDING THE GAME

Every coach's goal is to develop their player's skills and understanding of the game in order to combine them into a comprehensive game performance. However, this may not be as self-evident as one might think, as it requires expertise and mastery from a range of different teaching styles from the coach. The game consists of numerous game situations which are all different. These situations require fast problem solving skills combined to produce a skilled performance. In order to teach these skills we also need to teach cognitive problem solving skills to players.

Bunker and Thorpe (1982) developed an approach to combine understanding of the game with the learning of skills in a more profound way. Teaching games for understanding (TGFU) uses a game centred learning approach and emphasises combining of the teaching of skills and tactical awareness (Table 1).

TABLE 1. Teaching games for understanding approach (Bunker & Thorpe 1982)



1. GAME

By modifying the size of the field/rink and the number of players on the field, the number of different tactical variables is altered.

2. GAME UNDERSTANDING

Rules define the skills that can be used and by modifying them you can emphasise certain skills.

3. TACTICAL AWARENESS

The players should be directed to think about different tactical problems occurring in the game from the individual's point of view. By learning how to solve these situations beforehand, the player has a better starting point for success in the same kind of situation in game play.

4. DECISION MAKING

The players should be directed to think about "*what to do*" and "*how to do it*" because this creates better game understanding.

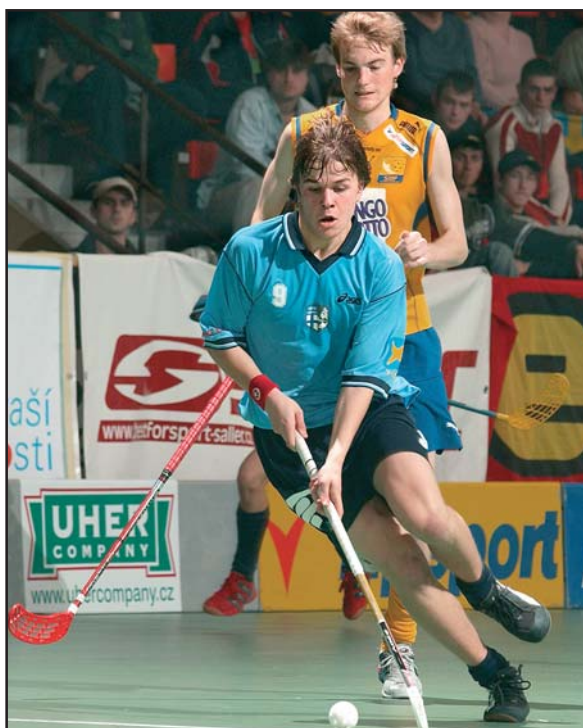
- a) "*What to do*" The nature of the game is its ongoing dynamic environment, where every situation requires its own decision making process. This process is influenced by selective perception and the ability to observe. Both are used when deciding what to do in a certain situation.
- b) "*How to do it*" A critical success factor in the execution of a chosen skill or skills is to determine the best way to solve the situation. This decision is affected by space, time, team tactics and the skill level of the player.

5. SKILL EXECUTION

Only the physical result of skill execution can be observed by a coach. Still, what cannot be seen is very important too. Skill execution is a process that consists of different stages. Analysis of the situation is followed by a decision making process which leads to actual skill performance. Even though cognitive skills cannot be observed they are the basis of a successful skill execution. A coach's role is very central in developing players' cognitive skills.

6. GAME PERFORMANCE

Is an integration of complex functions which are based on past experiences. Game performance is also different with every player.



Game centred learning places game tactics to its integral field. This approach targets to deeper understanding of game performance and aims to develop specifically decision making and tactical awareness in order to produce effective skill execution. TGFU teaching method uses "whole-part-whole" approach instead of "part-whole" training where tactics are included to the teaching process right from the beginning.

Starting with simple tactical elements like: "how to create space for your team when attacking by situating yourself in different positions on the field". After this you may move to more difficult situations like the effect of timing and trying to determine, in a group, what the impact of timing has to passing or shooting. In order to execute more difficult individual tactical decisions the player needs to possess diverse physical skills. Simply put, this means that the better stick handling skills a player has, more difficult tactical decisions can be executed. Even though the TGFU teaching style is based on game centred learning, it does not exclude drill training. Drills that are used to practise certain skills can be used when needed in between game sessions and then return back to modified game. Rules, like the number of players of the field, the size of the field and how to score (e.g. with one-timer) should be modified so that they can better bring out the chosen tactical element. By using space and time limitations combined with the TGFU teaching style, players can be guided to think for themselves and become aware of new tactical elements of the game. A coach's role is to identify the needs of players and to mentally challenge players to understand new insights about the game.



AS A COACH, HOW CAN I START TO USE THIS KIT ?

Teaching games for understanding is based on the cognitive learning theory. It includes all the learning strategies that aim to motivate the player to solve problems and produce synthesis. Teaching is based on guided discovery where the coach guides the players to seek and discover new ideas by asking questions. This teaching style is also known as The Socrated Method where the coach should be able to ask questions that steer the conversation in the right direction and to develop logical thinking and patience of the players.

Junior players can start with a modified game of 3 on 3 playing in a small area. The idea is to keep the possession of the ball and make ten passes between your own team. This way you make the players confront the problem of "what do I have to do in order to help our team retain possession of the ball?" Then the coach leads by asking suggestive questions and soon the players realise that moving fast and passing ac-



curately are the keys. Next follows the question "how can we do it?". Now you can use drill training to practise passing skills for a while and then go back to the game play. This is how you can link the skill to its required environment right from the beginning. This way the player practises skill execution knowing where and how to use it effectively in a game.

ABC – IT'S SO EASY!

Before training

- + Prepare yourself by planning the training beforehand (use paper etc.)
- + Be always on time and check the equipment and facilities
- + Be friendly and greet everybody with a smile on your face
- + Take charge and give brief introduction about the training
- + Try to get into the action straight away

During the training

- + Give positive feedback only
- + Be positive and outgoing, but keep things under control
- + Whistle hard enough and always gather the group, when you change the training
- + If things are not going as you planned give additional information
- + Make sure that teams for game sessions are somewhat equal
- + Honour the rules of the game
- + Make sure players get enough rest

After the training

- + Gather the group after training to have a brief discussion about the training
- + Think back to what did and what did not work

STARTING POINTS FOR TEACHING JUNIORS

Ethics are norms how one should live and behave with other people. *Moral* reflects how we choose to live according our ethics. Exercise and sport are not different from normal life. In fact, sport groups have powerful effect to the psychological development of child and so It is very important how you as a teacher or a coach handle these matters with your group members. Ethics and moral exist in everyday life. How you are suppose to behave in training or games, how you handle your players if they think they have been treated unjustified. These are the small things that we coaches so many times forget but these are the things that make coaching more enjoyable and pleasant.

Ethics is usually linked in sport to words such *violence*, *doping* and *foul play* but as important questions are for example the rights of children and youth in sport. You as a teacher or coach posses good values, fair attitude and approval of different cultures and wanted it or not, you have a massive positive impact to the juniors you teach.

VALUES IN YOUTH SPORT

Supervised youth sport as its best provides an excellent and safe learning environment and supports the physical, psychological and social development of children. Youth sport should contribute emotional wellbeing and new and exciting positive experiences. The world of children is fulfilled with play, joy and happiness and having fun with their friends. These things are the cornerstones when working with children and they must be honoured. This does not mean that children can run around freely and do what they want. Rules and norms and integral part of supervised youth sport and they have important functions. Norms educate children to accept common ways to work together in sport and in life and create feeling of safety.





YOUTH SPORT AS A PROVIDER OF HAPPINESS

- + Learning is easier in a safe atmosphere
- + Sport is always experienced individually
- + Children need challenges
- + Children have a desire to play and learn
- + To children sport is a way of having fun
- + Play is a child's way to learn new things
- + Happiness should be the number one goal in youth sport
- + It is important to encourage children to make up their own games
- + Happy faces come from succeeding in something challenging
- + Training can and should be the highlight of the day

STARTING POINT TO YOUTH SPORT IS TO CREATE EXPERIENCE ACCORDING TO MOTIVES AND CONDITIONS OF CHILDREN AND YOUTH.

SPORT IS EXPERIENCED INDIVIDUALLY

Competition is natural to human beings but too competitive environment can have negative outcomes in youth sport education. Competition is a good thing when handled properly but can create problems if children are forced to compete. Adolescence is fragile time when young people are experiencing major developmental changes in their body which naturally has an affect to physical abilities. In addition, the bodily perception of her or his can cause feelings of insecure which combined to too competitive sport environment can cause harm to psychosocial growth.



CHILDREN NEED CHALLENGES

When you feel confident in a challenging situation the feeling is just awesome when you can exceed yourself. But if the challenge is too high you are afraid to fail and if it's too low your motivation might drop rapidly. Teaching is balancing in between these two and our job is to find something for everybody. We are the ones who tap on the shoulder to support and just be there for them. We do not judge, we support because we want to give hand and help out.

ABOUT GOAL SETTING

- + Goals should be set together
- + Goals should be precise and clear to everybody
- + Goals should be challenging but realistic
- + Goals should be assessed from time to time (e.g. monthly)

ATMOSPHERE IS CRITICAL

Educator's one of the primary jobs is to create positive learning environment where every child feels safe. Individual needs ought to be taken into account when planning training and setting goals. Another key issue is how you react when somebody makes a mistake. Mistakes are normal part of learning process and it is very critical to let people make mistakes.

- + Always give positive feedback
- + Try to support social friendships within the team



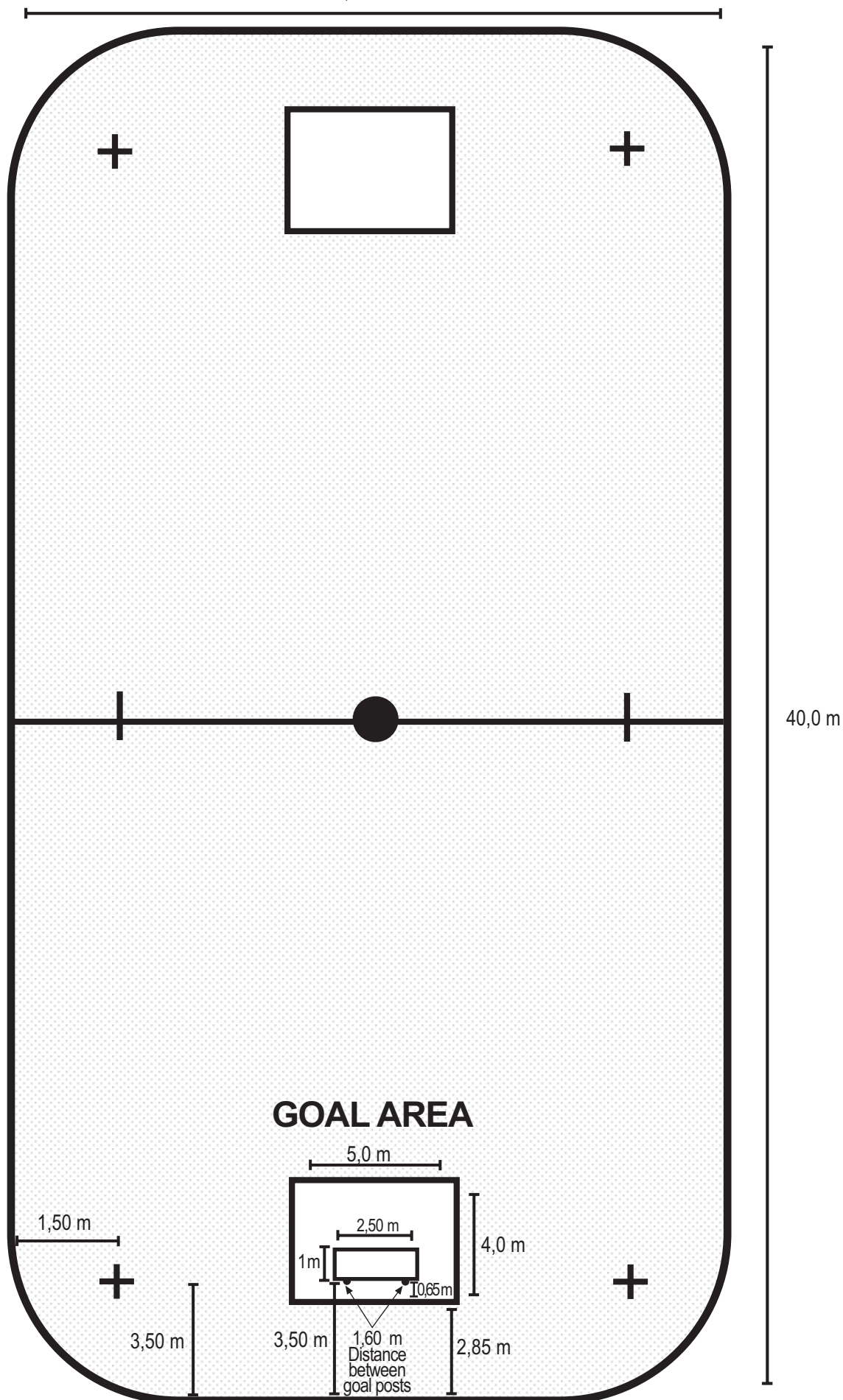
EQUALITY MEANS

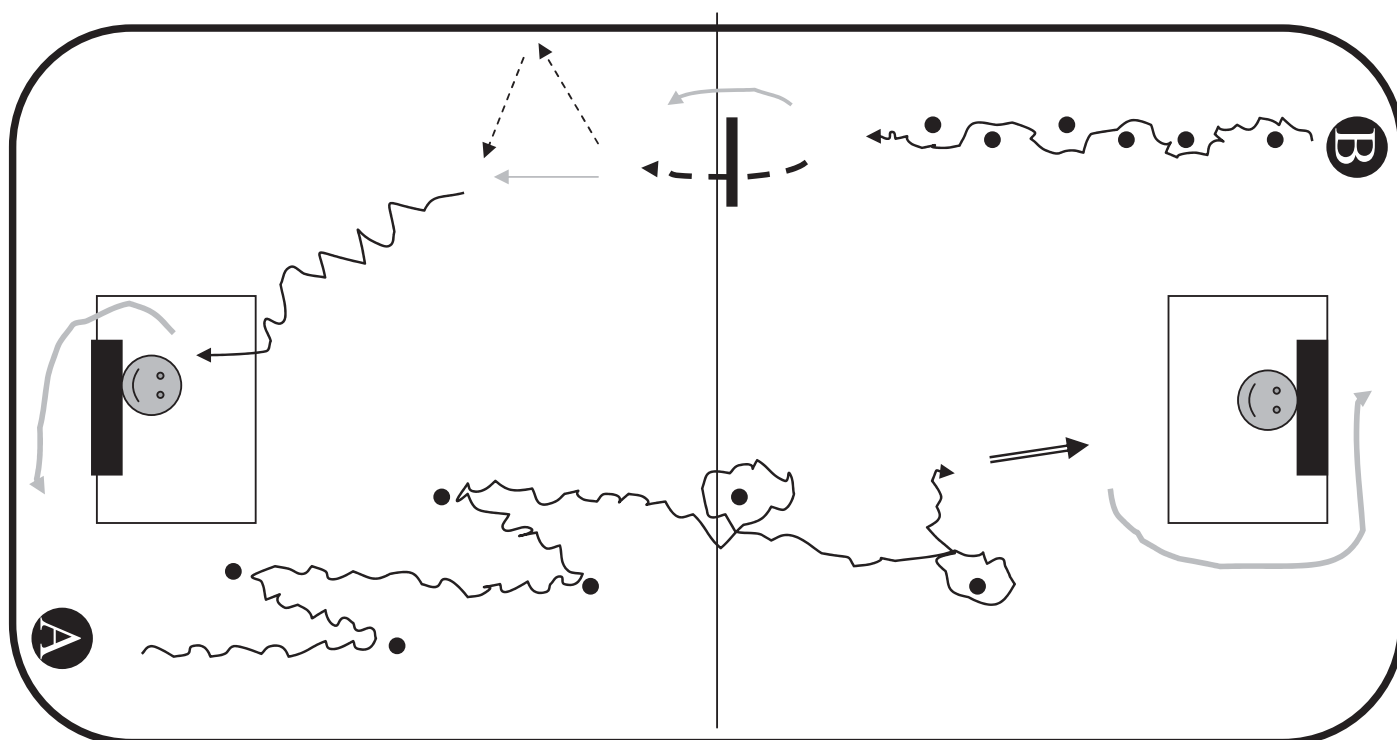
- + Everybody is important
- + Everybody should feel that they belong to a team
- + Everybody can participate
- + Everyone is individual and different
- + Fair play in everything you do



RINK

20,0 m





Aim is to practise basic techniques

- form two lines
- balls to both lines
- place cones on the field

TERMINOLOGY

————▶ = a pass

➡ = player moving without a ball

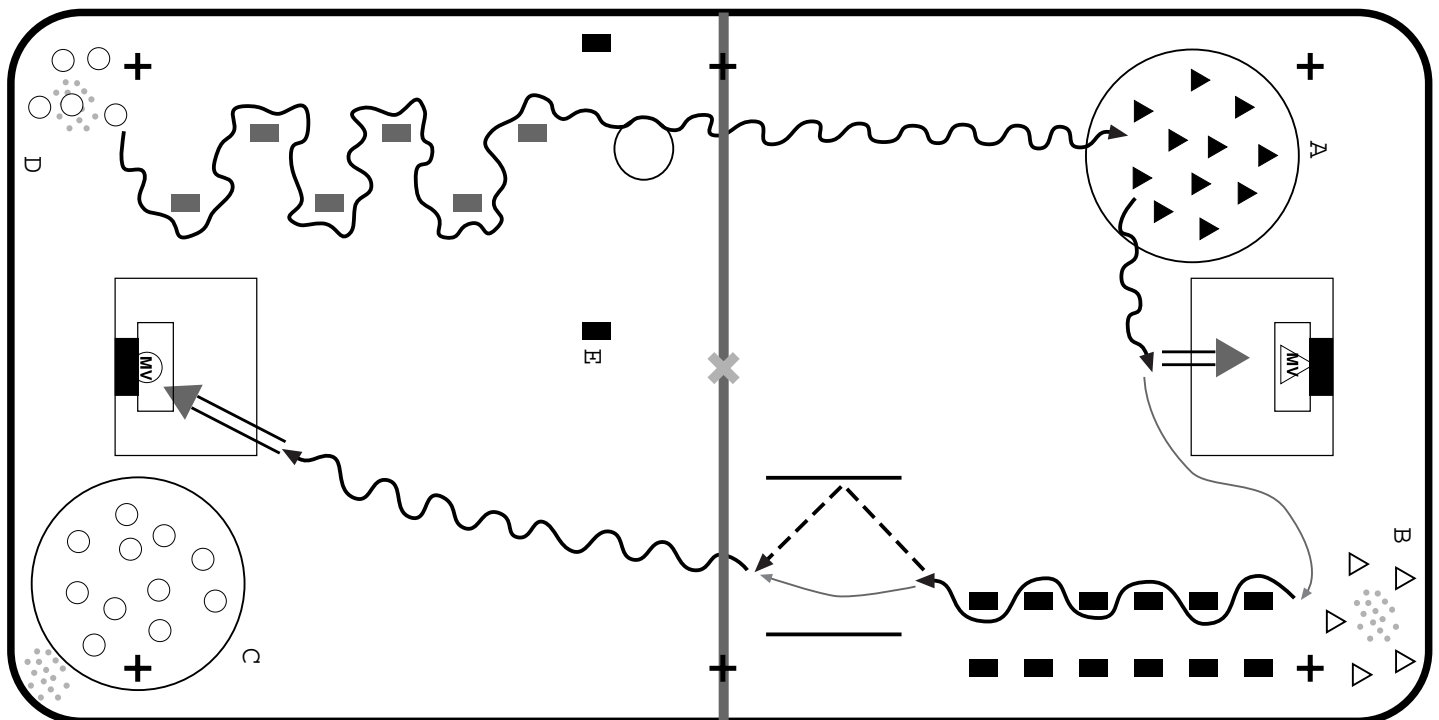


○ = group one (team 1, home team)

$\triangle$ = group two (team 2, the opponent team)

○△ = player without a ball

● ▲ = player with a ball (player carrying a ball)



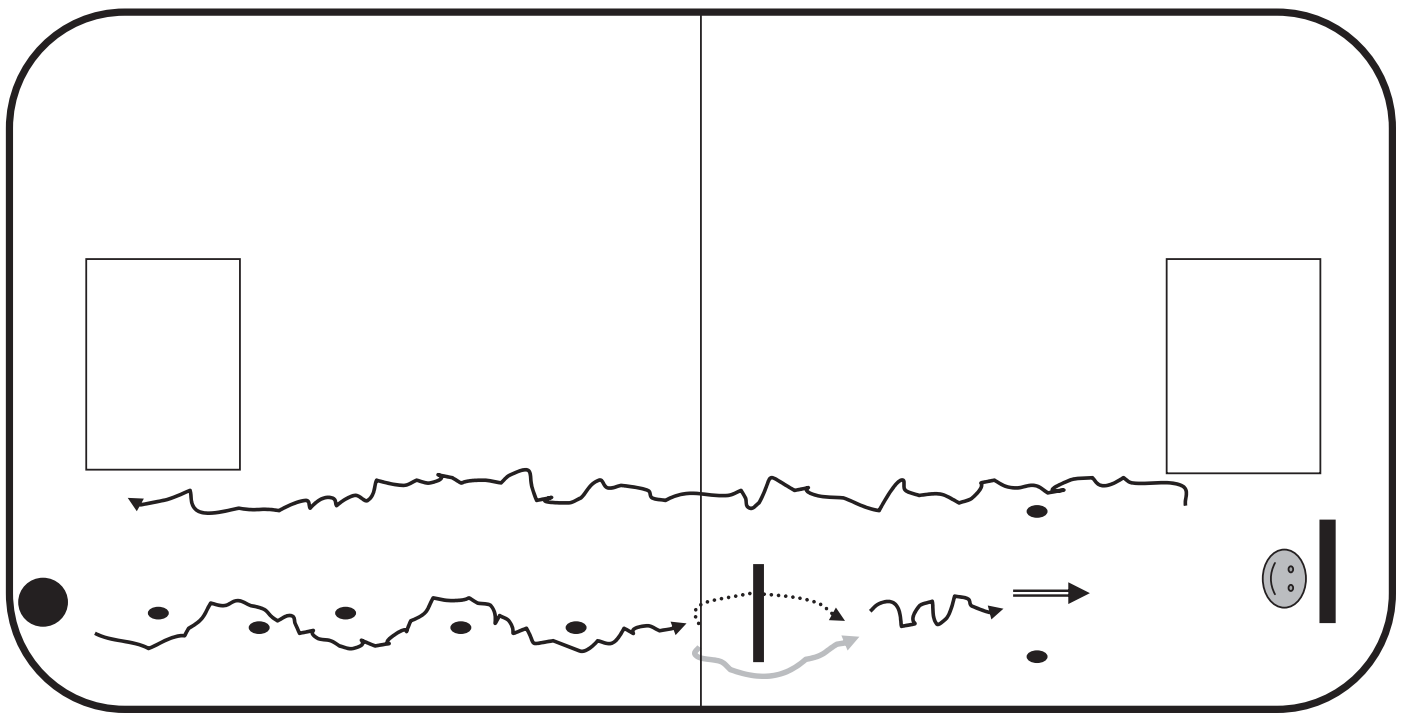
Exercise 2.

Aim is to practice basic techniques and basic physical skills

- A) First bounce the ball on your blade twenty times keeping it under the knee level at all time. Then move to the center with a ball and shoot a goal.
- B) Run to the corner and take another ball and a dribble through the cones and then make a wall-pass to the board and head to a good scoring position and shoot.
- C) After this do twenty push-ups in the far corner and take a ball to another corner.
- D) Dribble through the cones
- E) And do a 360 turn with the ball, then move back to the corner A and start over.

Notice

- In start put players to all four corners
- Different skill requirements can be used to make this exercise harder. You may add more 360 turns and dribbles in relation to player's skills and physical condition.
- Also the players should be encouraged to make up their own moves and new skills.
- You can also make this exercise harder by making players to use only their backhand.



Exercise 3.

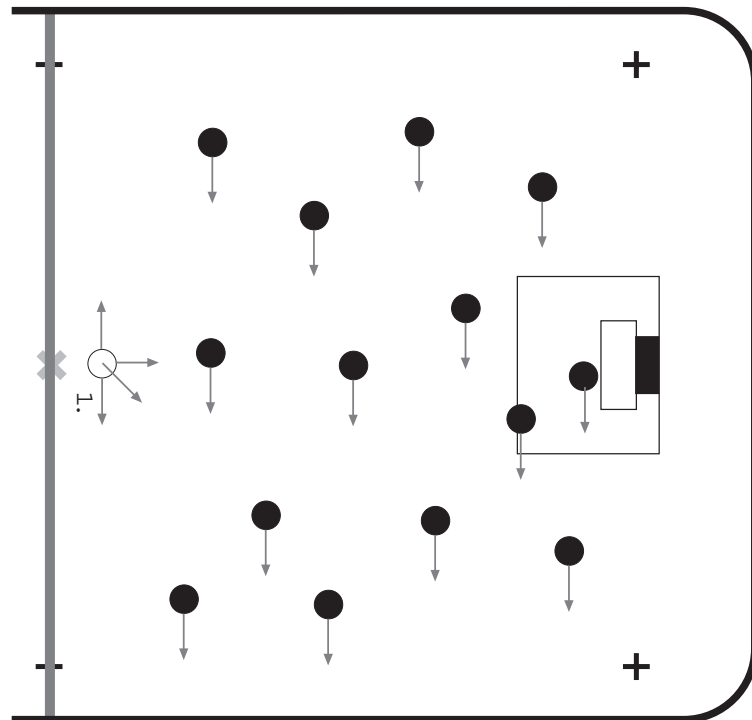
Goal scoring competition as a relay

- form two to four teams
- one ball to each team
- place cones to a line then an obstacle (one set of boards)
- player has to dribble the cones and then flick the ball over the obstacle
- take possession and shoot
- take the ball and run back to your own line
- winner is the one that scores twenty goals first

Note

- The coach should emphasise the accuracy of the shot





Exercise 4.

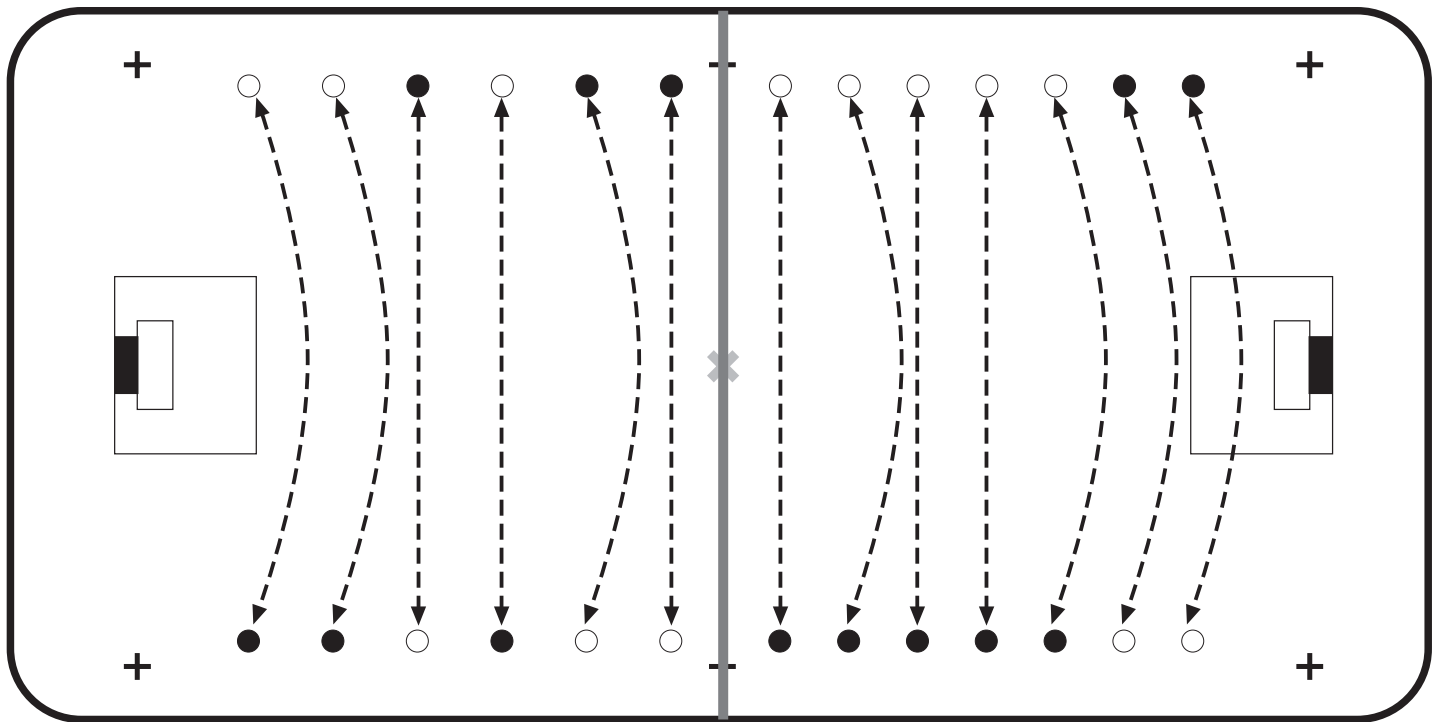
Aim is to learn ball control and stick handling skills.

In this rehearse the trainer shows the direction of the movement with a hand and the players start to move to that direction while dribbling the ball at the same time.

- When trainers hand is up the players should move forward
- When trainers hand points directly to the players they should move backwards
- When trainer blows the whistle, the players should take a five meter spurt and then return back to their places.

Notice

- Keep your head up all the time and try not to look to the ball
- Keep your stance game-like, imagine yourself were playing a game
- Use your imagination and try to make up your own fakes and dribbles

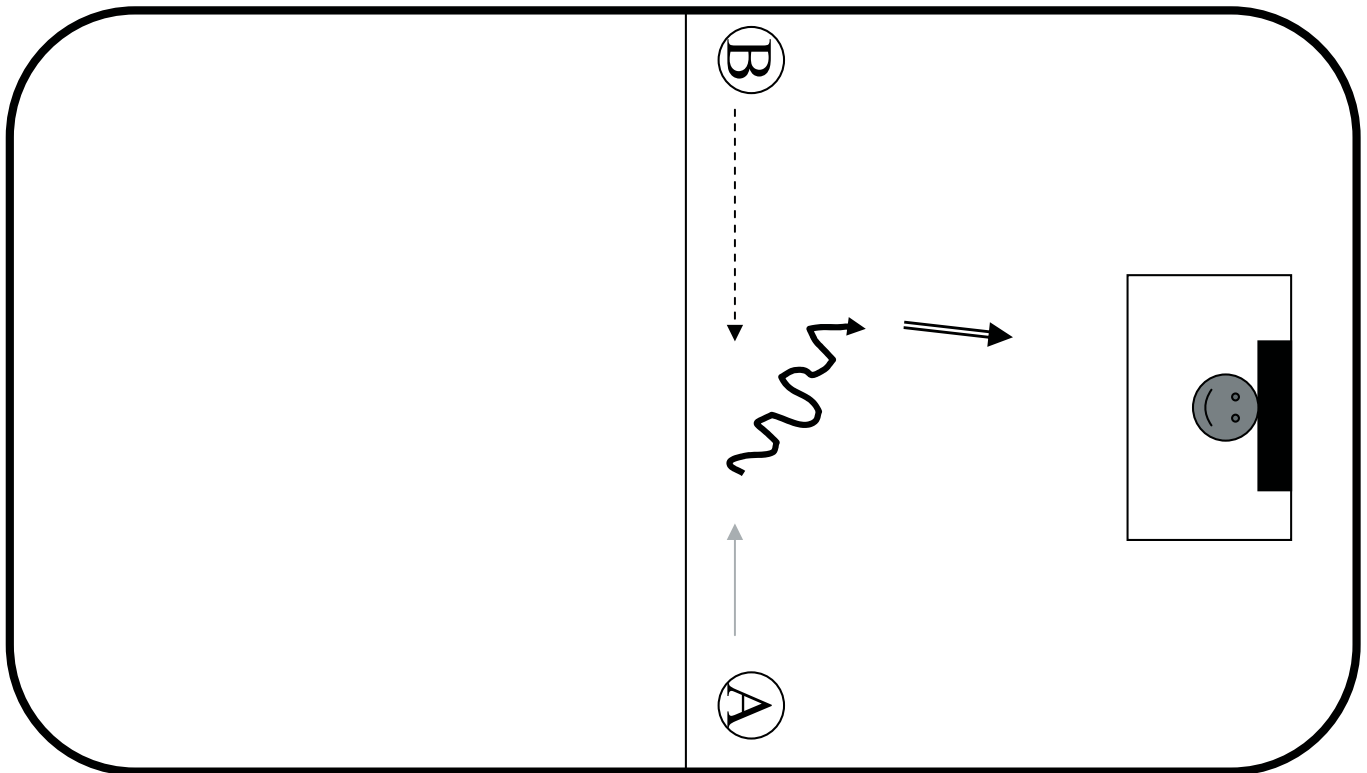


Exercise 5.

Aim is to train knee-level passes in the air and how to take control a pass that comes bouncing or up in the air.

- First form pairs and position them like the picture shows.
- The idea is to pass different passes to each other.
- At start use close distances and easier passes, then move to harder ones.
- High passes can be taking in control by using your body.
- Remember the right stance
 - Bend your knees a bit
 - Keep your head up and perception on the field





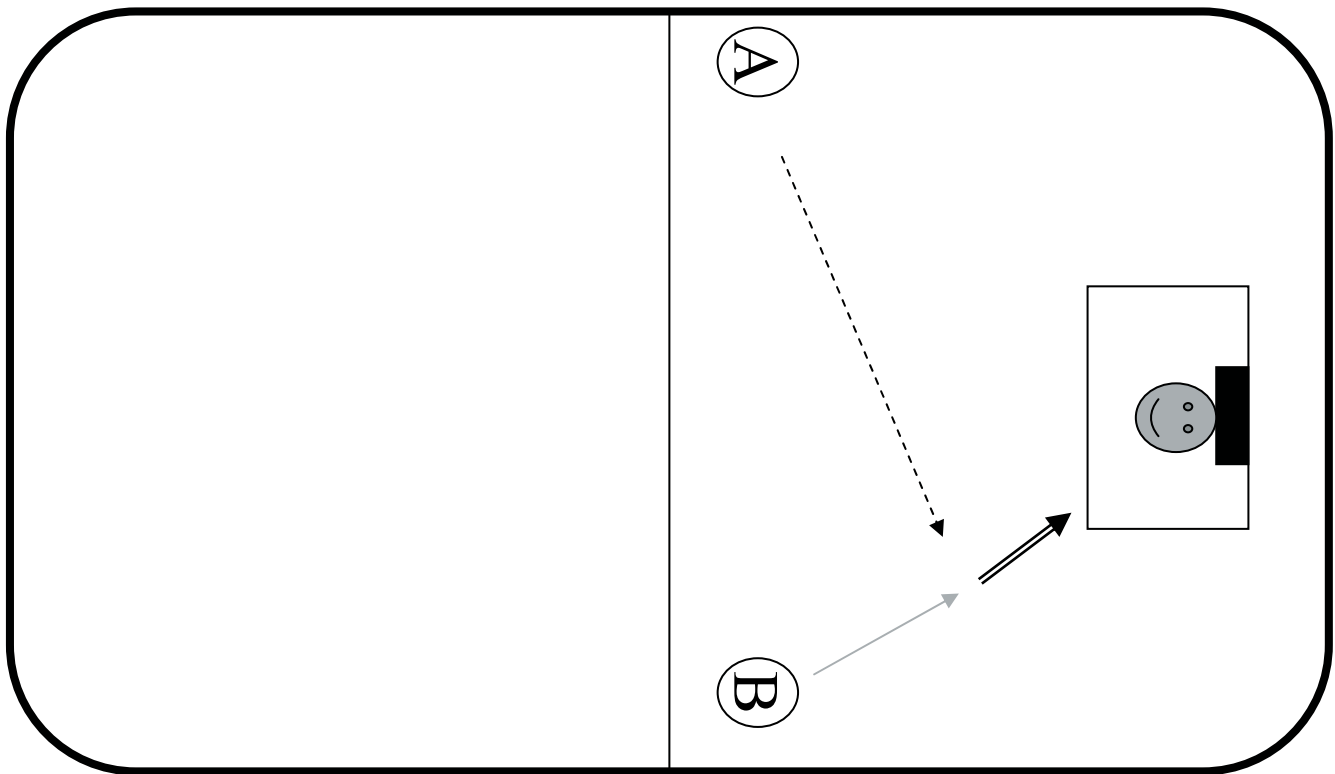
Exercise 6.

Goal is to learn how to shoot and receive a pass when running

- two lines, A and B, both sides of the middle line
- balls to both lines
- the first on from the line A runs in direction of the middle line and receives a pass from the line B
- player receives the ball and shoots
- then chances to line B and so on

Note

- the goalie moves from side to side following the players movement
- rapid tempo
- player receiving the pass shows with the stick where he or she wants the ball



Exercise 7.

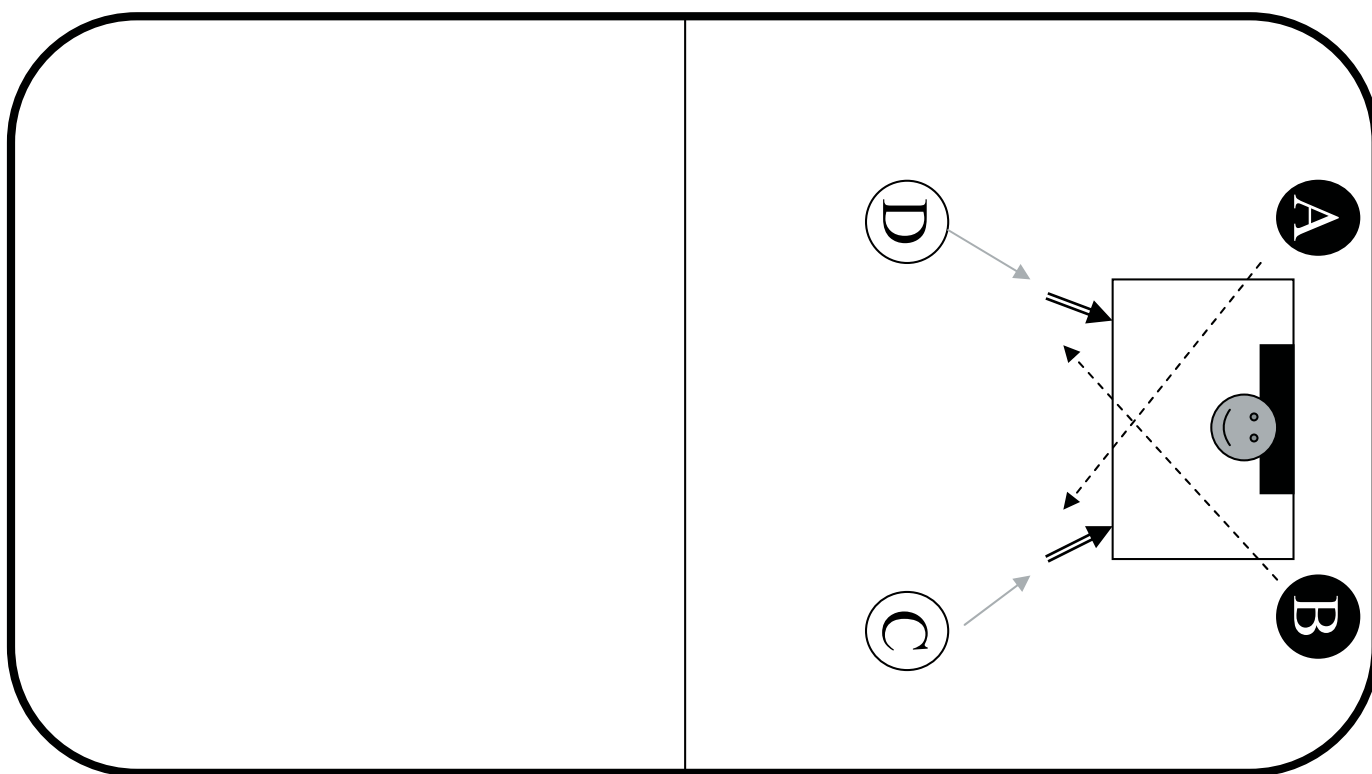
Goal is to practise one time shooting and hard passes to a moving player

- two lines, A and B, both sides of the middle line
- balls to both lines
- the first from the line B sprints to the front corner of the goal
- hard pass from line A
- the player tries to shoot straight from the pass
- from line A to line B and so on

Note

- Make sure that the goalie is ready before you start





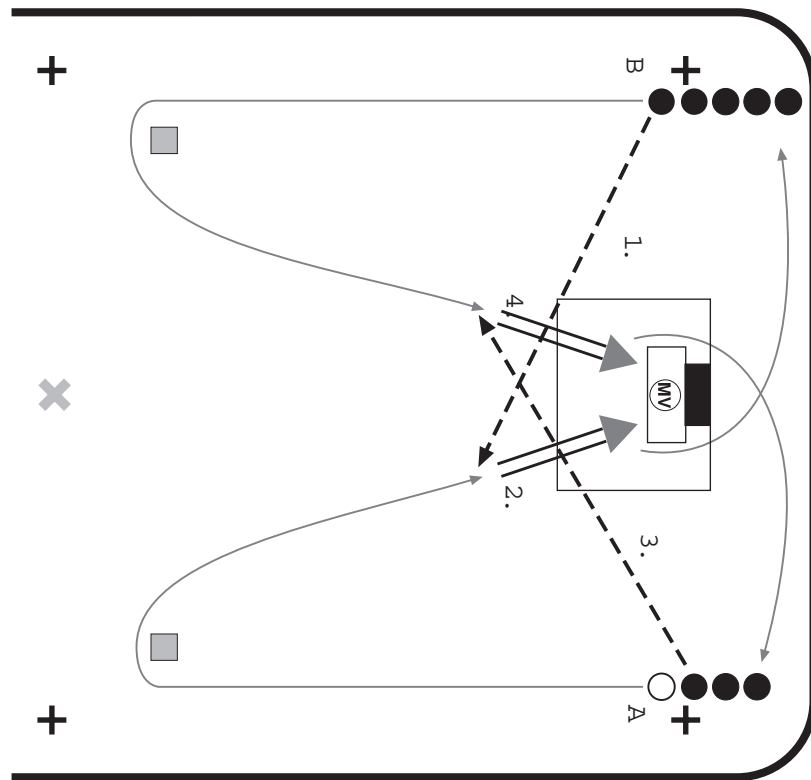
Exercise 8.

Goal is to train one time shooting and for goalie to train close shots

- players to four lines
- balls to lines A and B
- C moves without the ball
- A passes a hard pass
- C receives the ball and shoots with a wrist shot
- the same thing with lines D and B

Note

- The coach should emphasise the accuracy of the shot



Exercise 9.

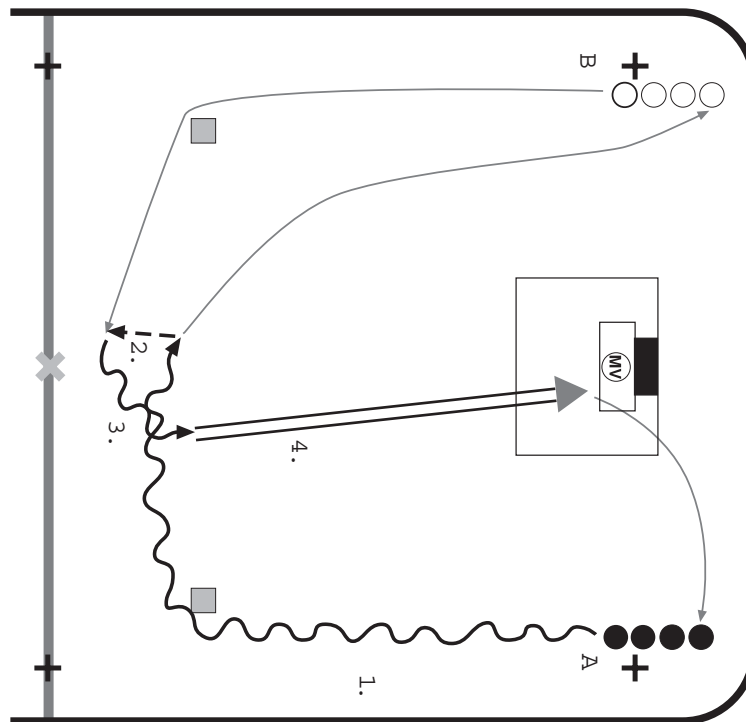
Aim is to train passing skills more precisely receiving and quick shooting. For goalkeepers aim is to rehearse saving close shots.

- Form a group to each corner (two groups) and put balls to both corners.
- Player A starts by running round the cone and receives a pass from the line B. Then shoots and after this moves to the another corner.
- After the pass from the line B the player runs round the cone and receives a pass from the line A and so on.

Notice

- Emphasize the importance of receiving the ball and after a while move to one-time shooting
- Start with easy wrist shots but encourage players to use their backhand because it supports many-sided skills learning.





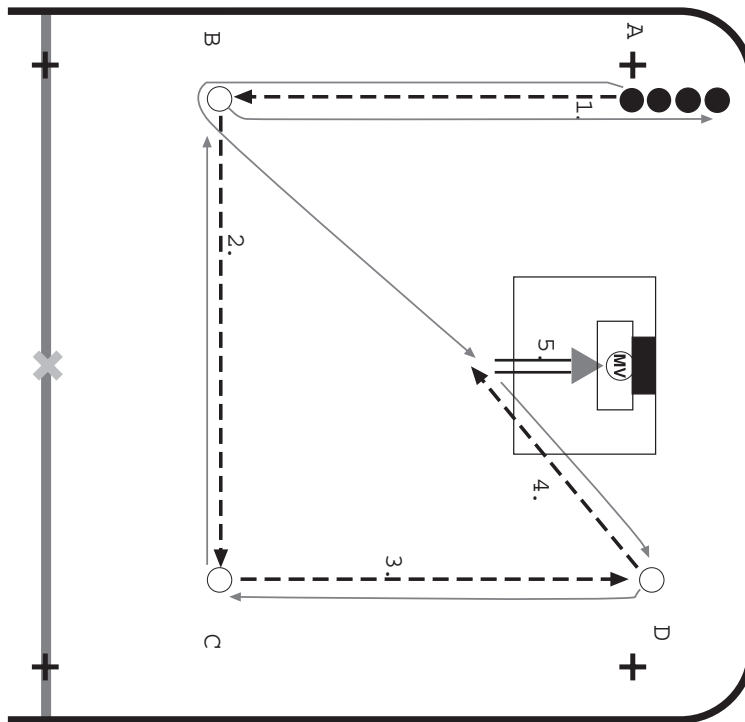
Exercise 10.

Aim is to train the basic stick handling techniques like passing , receiving a pass, protecting the ball, and basic shooting skills. With keepers basic saves from moving player.

- Players to both corners and balls to left corner
- One player from each line start moving towards the center field. Player A with a ball and player B without a ball
- Player A tries to protect the ball like being defended when carrying the ball
- Then a drop pass close the center line, and then player B takes possession and shoots

Notice

- Be careful when doing a drop pass. It should be done when the other player is directly behind you
- Player B should try to make the shot directly after the drop pass is made
- Switch the sides halfway in order to get the same amount of training to both left- and right sided players
- Remember to chance lines



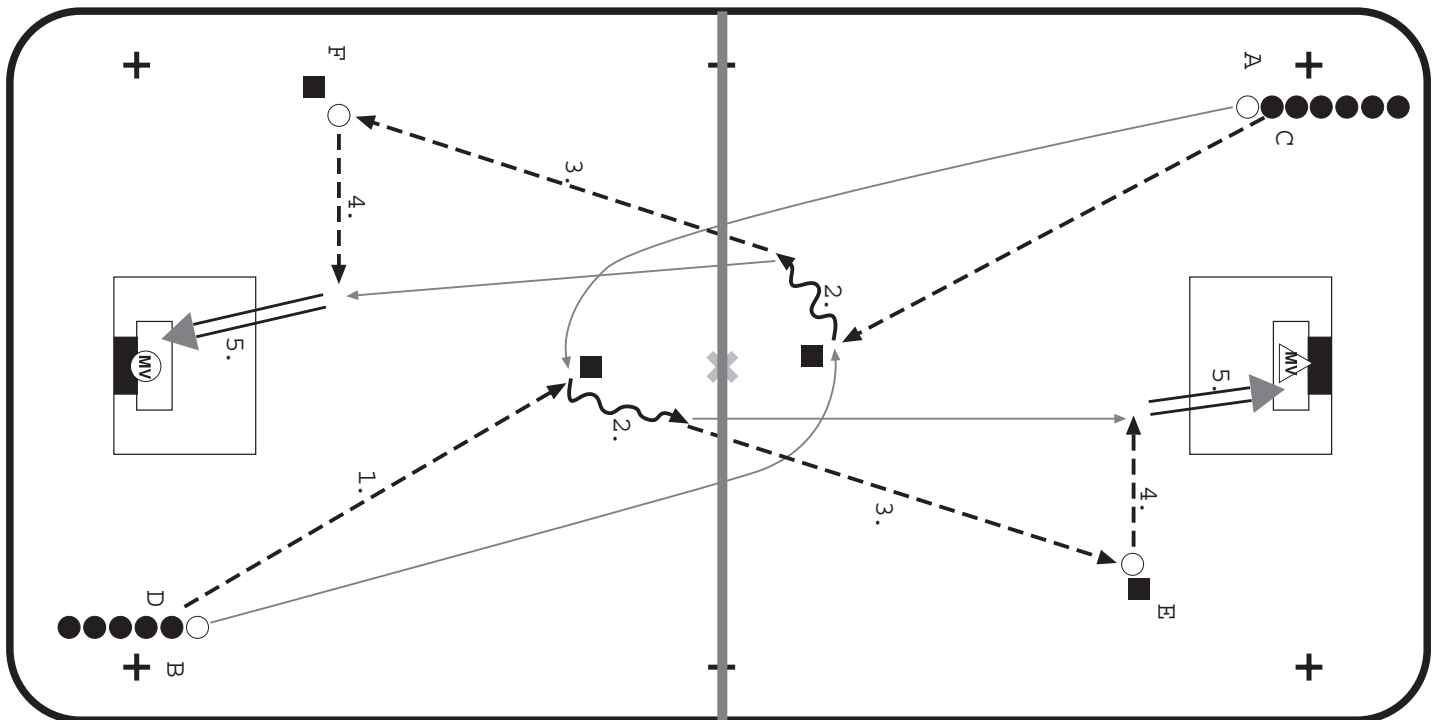
Exercise 11.

The aim of the training is to practice ground passing skills.

- Players and balls to the same corner
- Three players are situated on the field forming a triangle
- First player A passes to player B and moves towards the direction of the pass
- Then player B passes to player C and from there to player D
- Player D passes the ball to the player A who has moved to the front of the goal
- Player A receives the ball and shoots, then moves to the corner
- All the other players move to different positions (D to C, C to B and B to A)

Notice

- Start with low tempo
- Be patient because one time ground passing is difficult



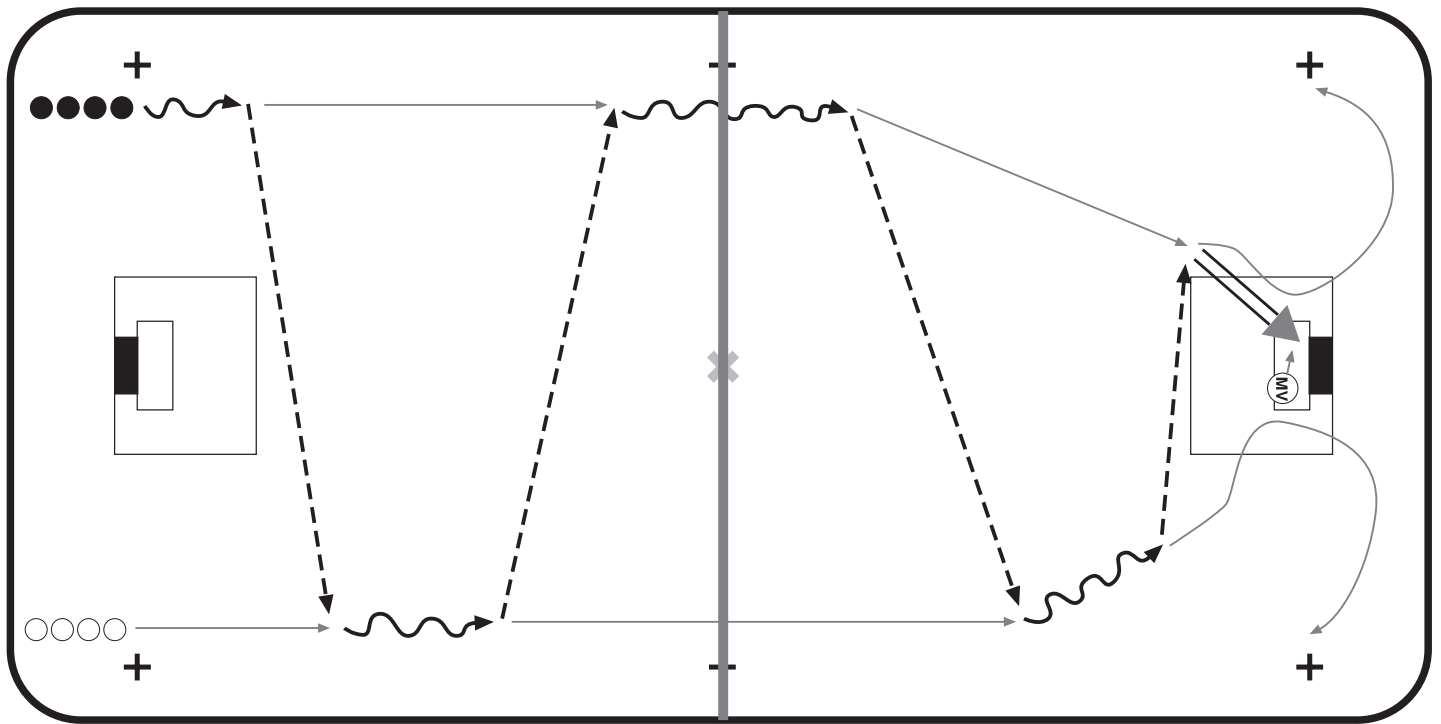
Exercise 12.

The purpose of this training is to practice hard ground passes, receiving a pass from both sides, and quick passing skills.

- Players and balls to both ends as the picture demonstrates
- Firstly, two extra players (E and F) are situated like the picture shows. They get a pass from the center and give a wall-pass to the front of the goal. These players are situated on their places all time but should be changed every five minutes.
- Players A and B start moving towards the center without a ball
- Both receive a pass from the second players in other line (C and D) when they reach the cone.
- After taking possession they (A and B) pass to the extra player (E or F), sprint towards the goal, receive a wall-pass and shoot.

Notice

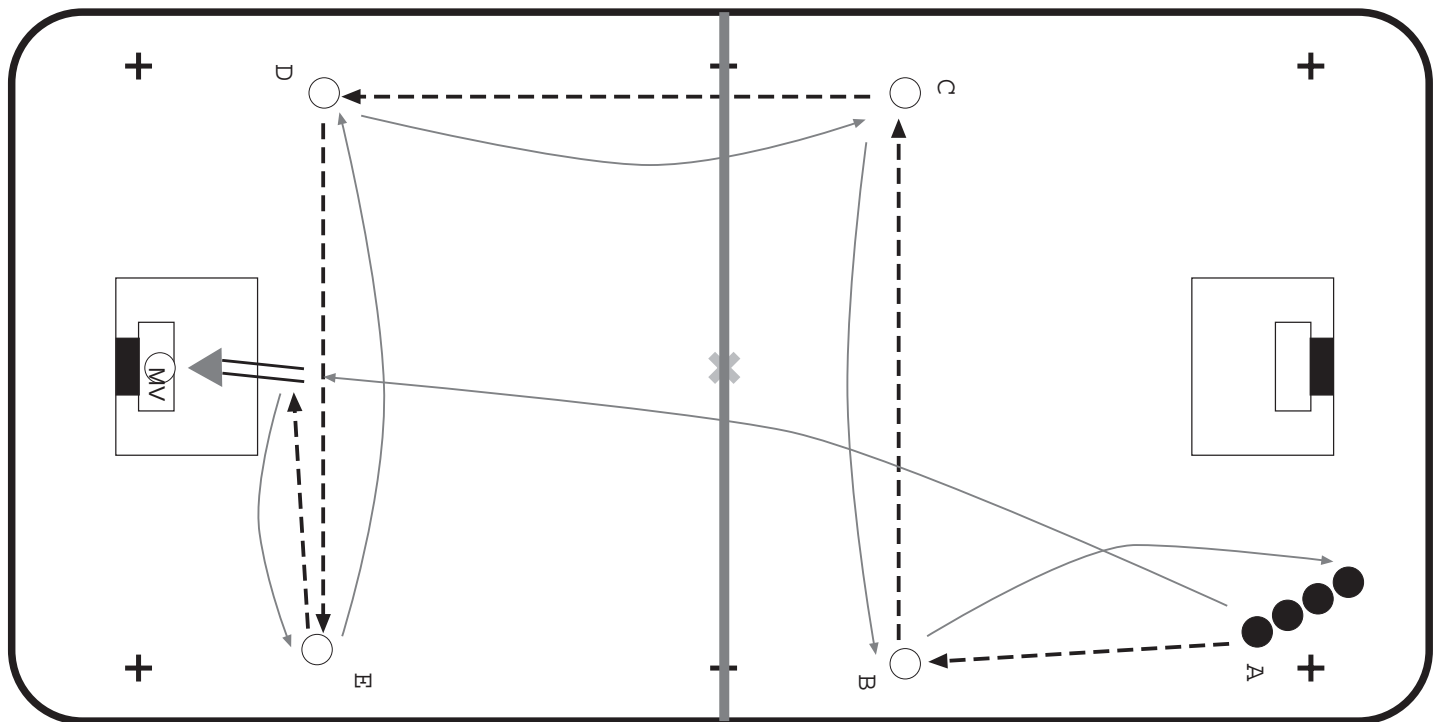
- Remember to take possession of the ball with "flexible" hands and try to shoot straight from the



Exercise 13.

The aim of this training is to train hard ground passing and one-time shooting. For goalkeepers the aim is to train quickness and moving from side to side.

- Players to both corners with the balls (one end only).
- The idea is to pass hard ground passes with a pair which end to a shot from crossing pass.
- A good number of passes is from four to six.



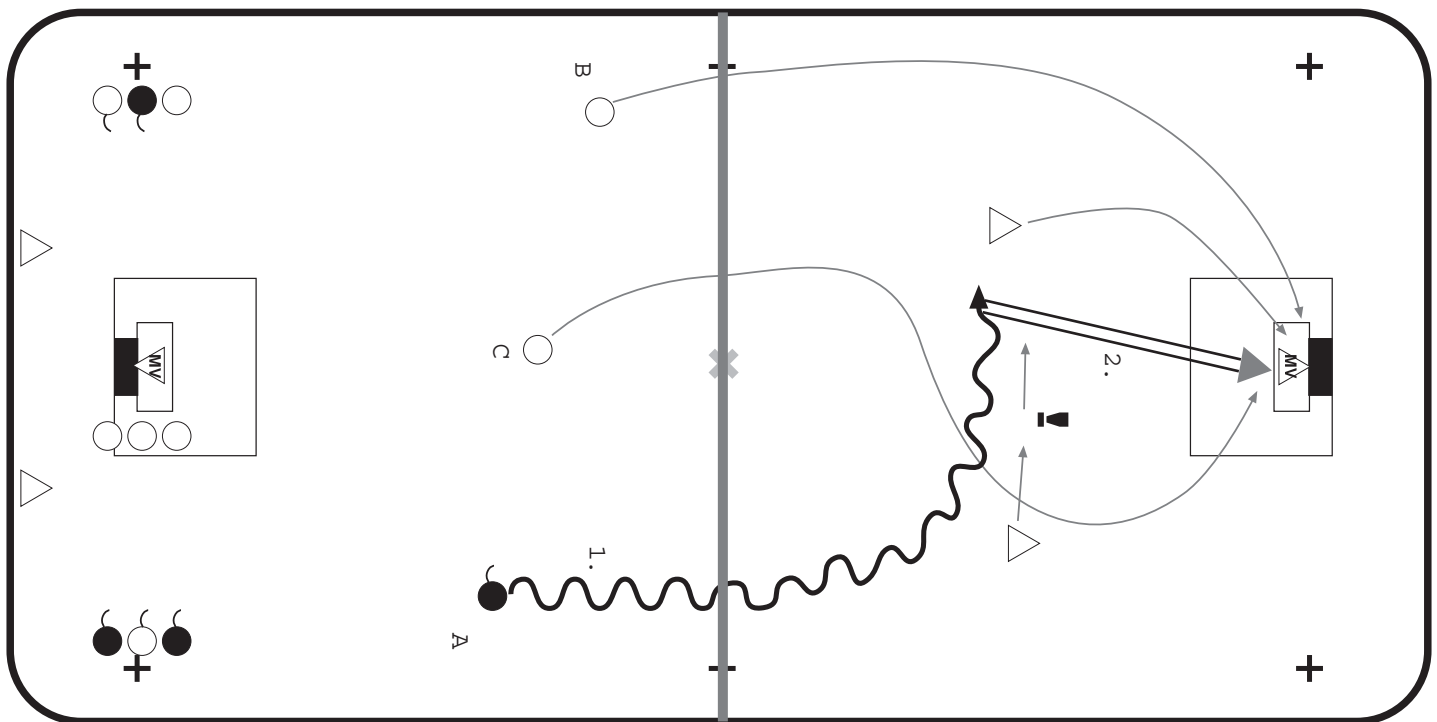
Exercise 14.

The aim in this rehearse is to practice ground passing skills.

First place the players as showed in the picture.

- Player A passes to player B and so on
- Player E passes the last pass to player A who has moved to a good scoring position.
- Then player A goes where player E was, player E moves to place D and so on.

BASIC GAME PLAYS



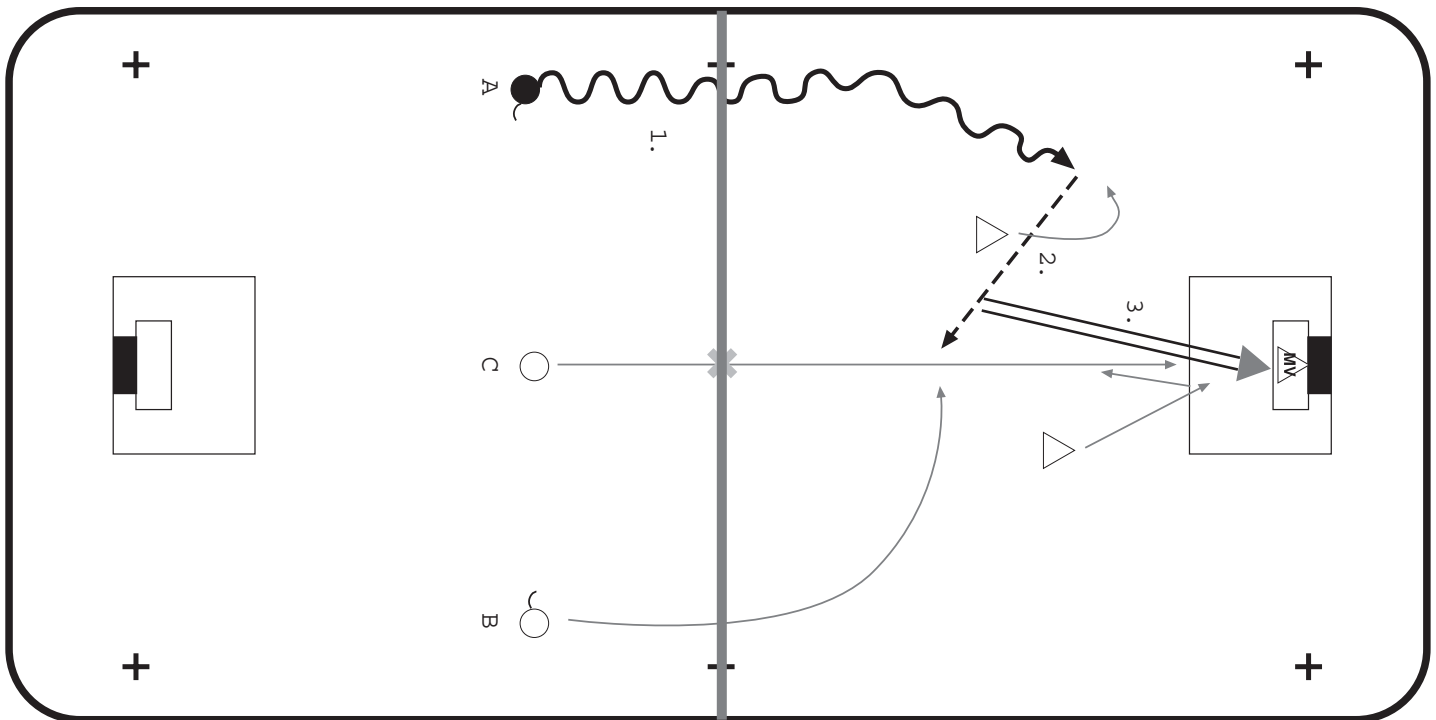
Exercise 15.

The aim is to train the basic three against two offensive game situations. With this kind of exercise you work on developing game understanding and how to use the whole field effectively. Starting positions are like shown in the picture. All the three players, center and two wingers, start from one end facing two defenders.

- Right winger (player A) has the ball and he/she starts the exercise by carrying the ball to the center field.
- At the same time left wing (player B) spurts straight towards the goal. This creates depth to offensive play and if player A decides to shoot, player B has a better opportunity to score from the rebound.
- When the player A reaches the center field, he/she curves vigorously to left and at the same time center (player C) does the same but the opposite way. This way they together create a chance to do a drop pass, which forms a problem to the defender.
- In this kind of situation the right defender usually follows the player B and tries to block the pass to him/her.
- The left defender usually plays it like two against one situation. When offensive players try to fake the defender by doing a drop pass the defender must react to it. The main thing is to try to block the shot regardless of who shoots it, this requires quick reflexes and ability to "read" the play.
- Player A has basically three choices:
 - Shoot if the defender follows player C
 - Pass to player C if the defender blocks the shot
 - Pass to player B if the right defender does not intercept the passing line

Notice

This exercise is very important because it can be modified with almost every offensive play (e.g. 3 vs. 3, 3 vs. 1 and 2 vs. 2). The hardest part for defender in this exercise is the simultaneous movement from side to side (Players A and D) and the movement to deep towards the goal by player B.



Exercise 16.

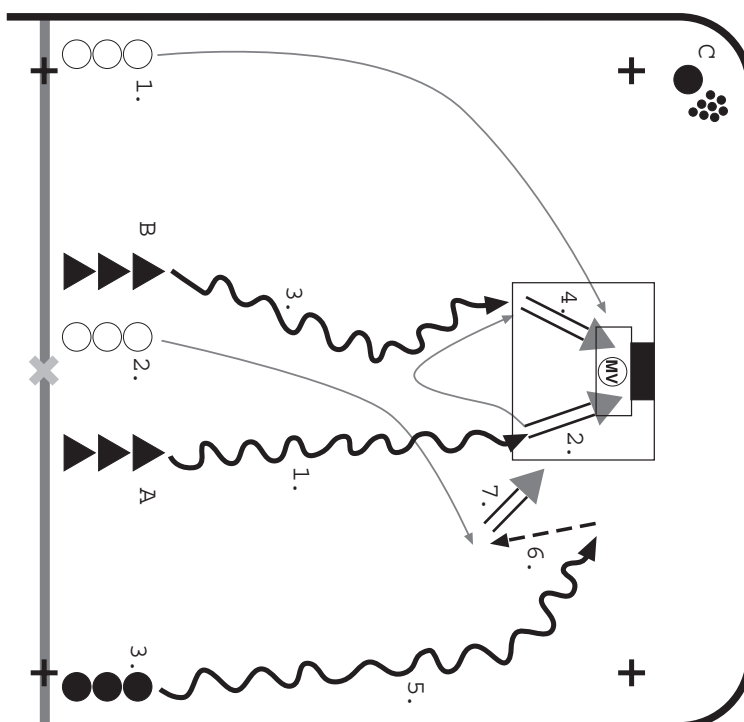
This exercise adds up to exercise number seven and the idea of this rehearsal is to train different variations to three against two offensive plays.

Starting positions are like shown in the picture. All the three players, center and two wingers, start from one end facing two defenders.

- In the beginning the left winger carries the ball over the center field.
- Then center (player C) creates the dept by running straight through towards the goal which means that the defender is forced to react and maybe even follow the player C to some point. As a result more space is created to the best goal scoring area.
- Next in this situation right wing (player B) slows down a bit and then spurts crossing the field where he/she can be passed and he/she has the best place to shoot.
- Now the left winger with the ball has three options:
 1. To pass to player B who has positioned to the center field
 2. To pass to the player C to the front of the goal
 3. Or to shoot him/herself
- This way a two against one is created against the right defender and he/she has to choose whether to block the shot from the winger or concentrate to player B who curves to center field.

Notice

This kind of ending to three against one offensive play gives an opportunity to create a great scoring chance. Player C should also remember to be alert to possible rebounds and hack them in the goal.



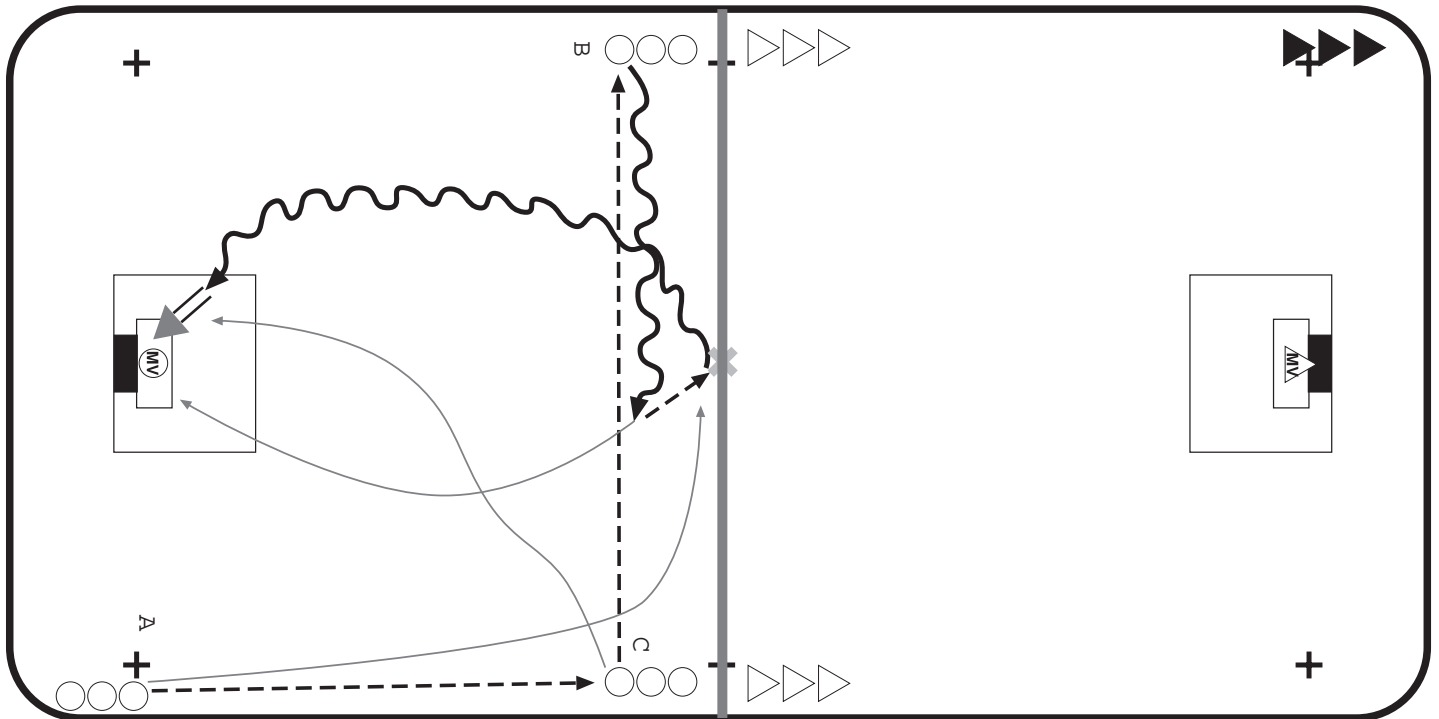
Exercise 17.

This is a warm up training for a whole team and it can be used e.g. before a game.

- First form four lines to the center line as shown in the picture.
- Player A attacks the goal by him/herself and tries to score.
- Player B attacks and player A defends (one against one).
- Then players A and B become defenders.
- And players from lines one, two and three start an attack towards the goal.
- After this attack player C passes another ball from the corner to offensive line and they try to score again. This can be done a couple of times and then next line can start all over again the same exercise.

Notice

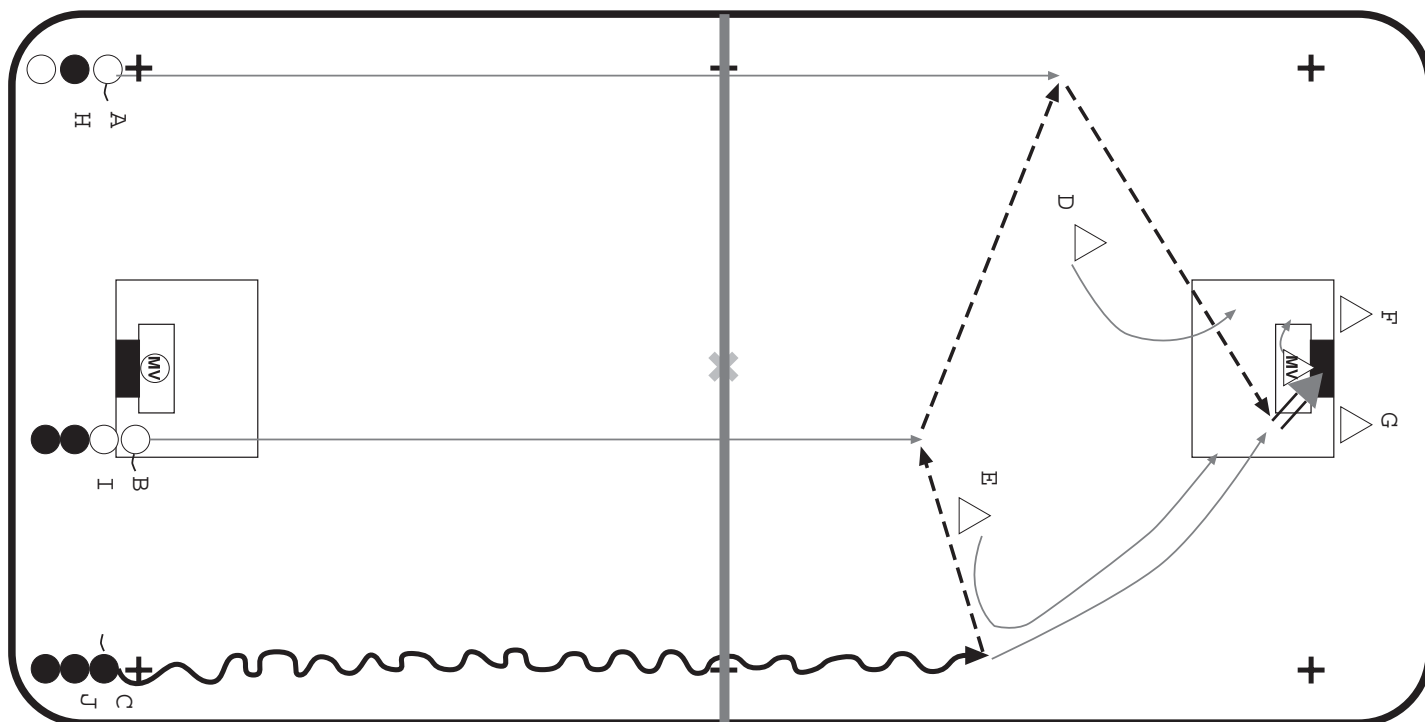
Player C must wait patiently until the first attack is over and only then pass another ball to the play.



The aim is to train two against one plays in one end.

- ## Notice

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Exercise 19.

Aim is to train three against two and two against one situations.

Form three lines to one end and put two defenders to another end as shown in the picture.

- Players A, B and C attack against the two defenders.
- And then the defenders attack back against the lowest offensive player (who in this case is player B).
- Then players H, I and J start the same thing and so on.

Notice

This is a good exercise to train basic situations. By modifying just a bit you can rehearse situations like 3-2, 3-1, 2-1 and 1-1.



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